***THE KITE RUNNER* LITERARY ESSAY ASSIGNMENT**

Now that we have read *The Kite Runner* we are going to write our own literary essay about the novel.

Select one of the following questions to guide your analysis of this novel:

1. Think about the title of this novel, and what it says about the relationship between Amir and Hassan. Does the title accurately reflect the relationship between these two characters?
2. At times, Baba expresses some fairly strong views about honor and pride. But he also seems dismissive of the conservative Mullah at Amir's school. Is Baba a freethinking liberal or a conservative moralist?
3. Is *The Kite Runner* told from an American perspective or from an Afghan perspective? How does this affect the overall tone of the novel?

The essay must be between 4-5 pages in length, typed in 12-point Times New Roman font, double spaced, and correctly follow MLA guidelines for citation and publication (including the use of a “Works Cited or Consulted” page). You must also submit a completed “Essay Outline” at the beginning of class on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and bring a rough copy to class so you can participate in our Peer Edit on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. ***THESE TWO STEPS WILL BE EVALUATED AND WILL COUNT FOR HALF OF YOUR GRADE ON THIS ASSIGNMENT***. The final copy of your essay is due at the beginning of class on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, along with your rough copy and peer evaluation form.

Remember to use our in-class discussions on essay format, thesis writing, and MLA guidelines to support you in this task. Also remember to make use of the comments from your teacher on your outline and those of your peers on your rough draft while completing your good copy, and to ask your teacher if you need any help throughout this process well before the due date.

The rubric on the reverse of this page will be used to evaluate your work.

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| **CRITERIA** | **LEVEL R**  **(0-4 MARKS)** | **LEVEL 1**  **(5 MARKS)** | **LEVEL 2**  **(6 MARKS)** | **LEVEL 3**  **(7 MARKS)** | **LEVEL 4**  **(8-10 MARKS)** |
| ***Outline 🡪***  Generate, gather, and organize ideas and information to write  for an intended purpose and audience | Outline is not submitted, is submitted but is partially complete, or does not contain a thesis, points and/or text examples which will not help to support a successful thesis | Outline contains a thesis which does not respond to one of the assigned questions, and points and text examples which will not help to support a successful thesis | Outline contains a thesis which somewhat responds to one of the assigned questions, and points and text examples which may help to support this thesis | Outline contains a thesis which responds to one of the assigned questions, and points and text examples which will help to support this thesis | Outline contains a well-developed thesis which responds to one of the assigned questions thoroughly, and points and text examples which will help to support this thesis |
| ***Peer Edit 🡪***  Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present  their work effectively | Rough draft is not complete or is partially complete for peer edit, student does not offer feedback for the essay they are reviewing, and/or does not incorporate feedback given into their own essay | Rough draft is complete for peer edit, student offers minimal feedback for the essay they are reviewing, and incorporates a minimal amount of the feedback they are given into their own essay | Rough draft is complete for peer edit, student offers feedback for the essay they are reviewing which is somewhat useful, and incorporates some of the feedback they are given into their own essay | Rough draft is complete for peer edit, student offers useful feedback for the essay they are reviewing, and incorporates some feedback they are given into their own essay | Rough draft is complete for peer edit, student offers thorough and useful feedback for the essay they are reviewing, and incorporates some feedback they are given into their own essay to a high degree |
| ***Good Copy 🡪***  Recognize a variety of text forms, text features, and stylistic elements  and demonstrate understanding of how they help communicate meaning | Essay is not submitted, is submitted but is partially complete, or is submitted but does not respond to the question with a thesis and use examples from the text as support | Essay vaguely responds to the question with a very loose thesis and uses few examples from the text to support it | Essay somewhat responds to the question with a loose thesis and uses some examples from the text to support it | Essay responds to the question with a developed thesis and uses several examples from the text to support it | Essay fully responds to the question with a well-developed thesis and uses several tight examples from the text to support it |
| ***Good Copy 🡪***  Draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience | Essay is not submitted, is submitted but is partially complete, or is submitted but does not meet any of the requirements in formatting and/or length, and contains several documentation, spelling and/or grammatical errors | Essay is submitted and contains few of the formatting requirements, is not the required length, and/or contains several documentation, spelling and/or grammatical errors | Essay is submitted and contains some of the formatting requirements, is almost the required length, and/or contains several documentation, spelling and/or grammatical errors | Essay is submitted and is in the required format, of the required length, and/or contains few documentation, spelling and grammatical errors | Essay is submitted and is in the required format, of the required length, and is virtually free of documentation, spelling and grammatical errors |

**Total: \_\_\_\_\_/40**